Stacy Udo

Rethinking A Bird Unit

1. Original Assignment: Poet Biographies

* Class: American Literature
* Task: After completing a unit on reading/writing poetry, students select an American poet to research and present to the class. Students must have 3+ resources, create MLA Works Cited page, present with visual aide, 4 to 6 minutes in length, including the reading of 2 poems from poet.
* Use of Librarian: minimal to none. Students primarily use computers/Internet to research and create visual (Prezi, PowerPoint & Google Presentation) – may occasionally use librarian or teacher to help create Works Cited page.

2. Makeover Unit Ideas: Poet Biographies

* History/Mystery Model (Loertscher)
  + Why use it: Influences of Artists/Authors
    - Determine what, why, who has influenced the poet. (consider: historical, personal, literary experiences)
    - What can we learn from reading his/her poetry?
  + Critical Information Skills (Loertscher)
    - Select Relevant Data
    - Sort
    - Make Connections
  + Bloom’s Taxonomy (Churches)
    - Remembering (1) – listing, describing, locating, searching, highlighting : **Students will research, take notes and document multiple sources, looking for possible influences upon poets**
    - Understanding (2) – Interpreting, summarizing, explaining, annotating, Boolean searches: **Students will process the collected information, focusing on why or how the poet’s works were influenced**
    - Applying (3) – using, sharing, editing: **Students will create presentations with digital tools**
    - Analyzing (4) – organizing, outlining, structuring, linking, mind-mapping: **Students will generate charts or mind-maps to show connection between poet and influences**
    - Evaluating (5) – judging, commenting, reflecting: **Students will investigate and make critical comments through digital tools**
    - Creating (6) – designing, planning, making: **Students will produce media and present that media to the class.**
  + CCSS
    - CC.3.W.7 – Research to Build and Present Knowledge
    - CC.3.W.8 – Gather information, take notes, sort evidence
    - CC.4.W.7 – Investigation of different aspects of a topic
    - CC.4.W.8 – Take notes, categorize information, Provide a list of sources
    - CC.5.W.7 – Use several sources to build knowledge
    - CC.6.W.2.a – Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
    - CC.7.W.1.a – Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    - CC.9-10.R.I.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Major differences between the two lessons:

* The original lesson only required students to find and not background information about the poet, the presentations were a compilation of dates, facts, and trivial information.
* The new lesson requires students to research looking for potential influences. This focus requires more than recording facts: gathering information, synthesizing, interpreting and making connections (much higher levels of Bloom’s Taxonomy). They actually have to do something with the information they collect – they must answer the question – what, who and how these things influence the poet.